

Fiscal Year 2007 Performance Budget

**U.S. Department of Education
February 2006**

Goal 1: Create a Culture of Achievement

Objective 1.1: Link federal education funding to accountability for results

Strategies

- A. State *NCLB** accountability systems
- B. Federal accountability
- C. Performance-based grants
- D. Outcomes-based performance management
- E. Targeted support and outreach
- F. Evaluations informing legislation

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
State Assessments	State Assessments. The number of states that have reading/language arts assessments in grades 3 through 8 and high school. ¹	NA	NA	0	0	52	52
	State Assessments. The number of states that have mathematics assessments in grades 3 through 8 and high school. ¹	NA	NA	0	0	52	52
	State Assessments. The number of states that have science assessments in each grade span (grades three through five, six through eight, and high school). ¹	NA	NA	0	0	15	25
	State Assessments. The number of states that completed field testing of the required assessments in reading/language arts. ²	NA	16	20	47	52	52
	State Assessments. The number of states that completed field-testing of the required assessments in mathematics. ²	NA	16	20	47	52	52
	State Assessments. The number of states that completed field-testing of the required assessments in science. ²	NA	18	19	24	20	52

State(s) = States and jurisdictions that are required under *NCLB* to implement assessment systems; this includes the 50 states, the District of Columbia, and Puerto Rico.

NA = Not available

¹Sources. U.S. Department of Education, Standards and Assessment External Peer Review Process, Title I review processes, staff recommendations, and decisions by the Secretary. This measure includes only assessments that have full Department approval as meeting the requirements of *No Child Left Behind*.

²Sources. U.S. Department of Education, Consolidated State Performance Report; state Web sites.

* *No Child Left Behind Act of 2001*

Objective 1.2: Increase flexibility and local control

Strategy

- A. Flexibility provisions for state and local educational agencies

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Local Flexibility	Rural Education Program. The percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority. ¹	NA	61	59	P	65	65
Customer Satisfaction	The overall American Customer Satisfaction Index (ACSI) as scored by Department grantees. ²	NA	NA	NA	63	64	65

NA = Not available

P = Pending

¹Source. U.S. Department of Education, Consolidated State Performance Report.

²Source. U.S. Department of Education, Grantee Satisfaction Survey.

Objective 1.3: Increase information and options for parents

Strategies

- A. Public school parental choice and supplemental services
 B. Charter and magnet school options
 C. Parental information and involvement
 D. Development and improvement of report cards
 E. Expansion of choice options

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Expansion of choice options	Charter Schools Grants. The number of charter schools in operation. ¹	2,431	2,700	2,996	3,344	3,600	3,900
	Credit Enhancement for Charter School Facilities. The amount of funding grantees leverage for the acquisition, construction or renovation of charter school facilities. ²	NA	66 M	74 M	P	100 M	120 M

NA = Not available

M = million

P = Pending

¹Source. Center for Education Reform, Annual Survey of America's Charter Schools.

²Source. U.S. Department of Education, Credit Enhancement for Charter School Facilities Performance Reports.

Objective 1.4: Encourage the use of scientifically based methods within federal education programs

Strategies

- A. Scientifically based research
- B. Targeted support and outreach

Performance Measure

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Evidence-Based Approaches	The proportion of school-adopted approaches that have strong evidence of effectiveness compared to programs and interventions without such evidence. ¹	NA	NA	NA	NA	BL	BL + 10%

NA = Not available

BL = Target is to set a baseline.

BL+ = Target is set in terms of the baseline.

¹Source. U.S. Department of Education, Institute of Education Sciences, survey.

Goal 2: Improve Student Achievement

Resources for Goal 2 (in thousands of dollars)

FY 2007	Requested	\$36,198,377
FY 2006	Enacted	\$37,382,667
FY 2005	Enacted	\$36,948,065

Programs Supporting Key Goal 2 Measures

Account/Program	FY 2005 Budget Authority (\$ in 000s)	FY 2006 Budget Authority (\$ in 000s)	FY 2007 Budget Request (\$ in 000s)
Education for the Disadvantaged			
<i>ESEA</i> : Title I Grants to Local Educational Agencies	\$ 12,739,571	\$ 12,713,125	\$ 12,713,125
English Language Acquisition			
<i>ESEA</i> : English Language Acquisition State Grants	675,765	669,007	669,007
Special Education (IDEA)			
<i>IDEA</i> : Special Education Grants to States	10,589,746	10,582,961	10,682,961
Innovation and Improvement			
<i>ESEA</i> : Advanced Placement	29,760	32,175	122,175
School Improvement Programs			
<i>ESEA</i> : Improving Teacher Quality State Grants	2,916,605	2,887,439	2,887,439
Other Goal 2 Programs¹ (See below.)	9,996,618	10,497,960	9,123,670
Total	\$ 36,948,065	\$ 37,382,667	\$ 36,198,377

¹ For FY 2007, "Other Goal 2 Programs" are listed below; the total also includes some unlisted programs that are administrative in nature or support other programs. For FY 2005 and FY 2006, the amount for "Other Goal 2 programs" includes some programs that are not proposed in the *FY 2007 Performance Budget*.

Other Goal 2 programs include the following:^{*}

APEB: American Printing House for the Blind
CFAA: Supplemental Education Grants Program
CRA: Training and Advisory Services
ESEA: 21st Century Community Learning Centers
ESEA: Adjunct Teacher Corps
ESEA: Advanced Credentialing
ESEA: Alaska Native Education Equity

ESEA: America's Opportunity Scholarships for Kids
ESEA: Charter Schools Grants
ESEA: Credit Enhancement for Charter School Facilities
ESEA: Early Childhood Educator Professional Development
ESEA: Early Reading First
ESEA: Education for Native Hawaiians
ESEA: Foreign Language Assistance

* Complete FY 2007 Program Performance Plans for most programs is available at <http://www.ed.gov/about/report/annual/2007plan/program.html>

ESEA: Fund for the Improvement of Education Programs of National Significance
ESEA: High School Reform
ESEA: Impact Aid—Basic Support Payments
ESEA: Impact Aid—Construction
ESEA: Impact Aid—Facilities Maintenance
ESEA: Impact Aid—Payments for Children with Disabilities
ESEA: Impact Aid—Payments for Federal Property
ESEA: Indian Education Grants to Local Educational Agencies
ESEA: Literacy Through School Libraries
ESEA: Magnet Schools Assistance
ESEA: Math Now for Elementary School Students
ESEA: Math Now for Middle School Students
ESEA: Mathematics and Science Partnerships
ESEA: Migrant State Agency Program
ESEA: Neglected and Delinquent State Agency Program
ESEA: Reading First State Grants
ESEA: Reading Is Fundamental/ Inexpensive Book Distribution (FIE)
ESEA: Ready-to-Learn Television
ESEA: Rural Education Program
ESEA: School Improvement Grants
ESEA: Special Programs for Indian Children
ESEA: State Assessments
ESEA: State Grants for Innovative Programs
ESEA: Striving Readers
ESEA: Teacher Incentive Fund
ESEA: Teaching American History
ESEA: Transition to Teaching

ESEA: Troops-to-Teachers
ESEA: Voluntary Public School Choice
ESRA: Comprehensive Centers
ESRA: National Assessment
ESRA: Regional Educational Laboratories
ESRA: Statewide Data Systems
HEA: High School Equivalency Program
IDEA: Special Education Grants for Infants and Families
IDEA: Special Education Parent Information Centers
IDEA: Special Education Personnel Preparation
IDEA: Special Education Preschool Grants
IDEA: Special Education Technical Assistance and Dissemination
IDEA: Special Education Technology and Media Services
IDEA: Special Education Vocational Rehabilitation Transition Initiative
MVHAA: Education for Homeless Children and Youths

APEB = Act to Promote the Education of the Blind
CFAA = Compact of Free Association Act
CRA = Civil Rights Act
ESEA = Elementary and Secondary Education Act
ESRA = Education Sciences Reform Act
FIE = Fund for the Improvement of Education
HEA = Higher Education Act
IDEA = Individuals with Disabilities Education Act
MVHAA = McKinney-Vento Homeless Assistance Act

Objective 2.1: Ensure that all students read on grade level by the third grade

Strategies

- A. Early cognitive development and intervention
- B. Application and awareness of scientifically based reading research
- C. Reading achievement for special populations
- D. High-quality teacher supply and support
- E. Data-based decisionmaking

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Reading Achievement	Title I Grants to Local Educational Agencies. The number of states reporting an increase in the percentage of fourth-grade low-income students meeting state performance standards by achieving proficiency or above in reading on state assessments. ¹	NA	NA	25	P	25	26
	Special Education Grants to States. The number of states reporting an increase in the percentage of fourth-grade students with disabilities meeting state performance standards by achieving proficiency or above in reading on state assessments. ¹	NA	NA	24	P	25	26
	Special Education Grants to States. The percentage of fourth-grade students with disabilities scoring at or above <i>Basic</i> in reading on the NAEP. ²	29	29	NA	33	NA	35
English Language Proficiency	English Language Acquisition State Grants. The number of states that met state targets for the attainment of English Language Proficiency. ¹	NA	NA	NA	26	29	31

NA = Not available

P = Pending

¹Source. U.S. Department of Education, Consolidated State Performance Report.

²Source. U.S. Department of Education, National Assessment of Educational Progress. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

Objective 2.2: Improve mathematics and science achievement for all students

Strategies

- A. High-quality teacher supply and support
- B. Data-based decisionmaking
- C. Partnerships in mathematics and science
- D. Research-based mathematics and science instruction
- E. Mathematics and science awareness and technical assistance

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Mathematics Achievement	Title I Grants to Local Educational Agencies. The number of states reporting an increase in the percentage of eighth-grade low-income students meeting state performance standards by achieving proficiency or above in mathematics on state assessments. ¹	NA	NA	31	P	25	26
	Special Education Grants to States. The number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by achieving proficiency or above in mathematics on state assessments. ¹	NA	NA	26	P	25	26
	Special Education Grants to States. The percentage of eighth-grade students with disabilities scoring at or above <i>Basic</i> in mathematics on the NAEP. ²	NA	29	NA	31	NA	33

NA = Not available

P = Pending

¹ Source. U.S. Department of Education, Consolidated State Performance Report.

² Source. U.S. Department of Education, National Assessment of Educational Progress. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

Objective 2.3: Improve the performance of all high school students

Strategies

- A. High school accountability
- B. Strengthened high school curricula
- C. Rigorous research on high schools
- D. Alternative high school options
- E. High-quality teacher supply and support

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
High School Completion	Special Education Grants to States. The percentage of students with disabilities that graduate from high school with a regular high school diploma. ¹	51	52	54	P	56	57
	Special Education Grants to States. The percentage of students with disabilities that drop out of school. ¹	38	34	31	P	29	28
Advanced Placement Participation	Advanced Placement. The number of Advanced Placement tests taken by low-income public school students nationally. ²	132,459	157,334	187,691	P	209,411	230,352

P = Pending

¹ Source. U.S. Department of Education, *Individuals with Disabilities Education Act*, state reported data.

² Source. College Board, *Advanced Placement Program National Summary Reports*.

Objective 2.4: Improve teacher and principal quality

Strategies

- A. Reduced barriers to becoming a teacher or a principal
- B. Rigorous teacher preparation
- C. Research-based professional development
- D. Principal quality
- E. Retention of high-quality teachers

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Teacher Quality	Improving Teacher Quality State Grants. The percentage of core academic classes in high-poverty schools taught by highly qualified teachers. ¹	NA	74	81	P	95	100
	Improving Teacher Quality State Grants. The percentage of core academic classes in elementary schools taught by highly qualified teachers. ¹	NA	85	89.5	P	95	100
	Improving Teacher Quality State Grants. The percentage of core academic classes in secondary schools taught by highly qualified teachers. ¹	NA	80	84	P	92	100

NA = Not available

P = Pending

¹ Source. U.S. Department of Education, Consolidated State Performance Report.

Objective 2.5: Improve U.S. students' knowledge of world languages, regions, and international issues and build international ties in the field of education

Strategies

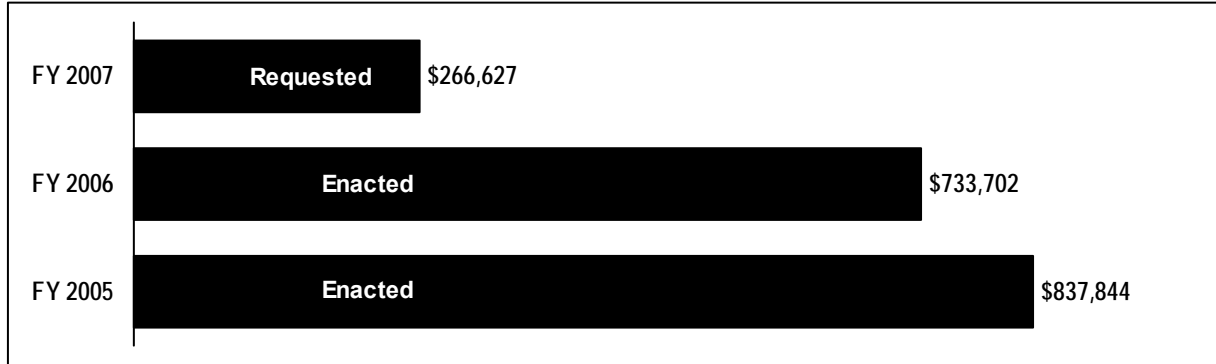
- A. International partnerships
- B. International education awareness
- C. Enhanced foreign language instruction

Performance Measures

The Department does not have key measures for any of the programs that support this objective.

Goal 3: Develop Safe Schools and Strong Character

Resources for Goal 3 (in thousands of dollars)



Program	FY 2005 Budget Authority (\$ in 000s)	FY 2006 Budget Authority (\$ in 000s)	FY 2007 Budget Request (\$ in 000s)
Safe Schools and Citizenship Education			
Safe and Drug-Free Schools and Communities Other National Programs	\$ 153,625	\$ 141,112	\$ 196,992
Other Goal 3 Programs¹ (See below.)	684,219	592,590	69,635
Total	\$ 837,844	\$ 733,702	\$ 266,627

¹ For FY 2007, "Other Goal 3 Programs" are listed below. For FY 2005 and FY 2006, the amount for "Goal 3 Programs" includes some programs that are not proposed in the *FY 2007 Performance Budget*.

Goal 3 programs include the following:^{*}

ESEA: Character Education
 ESEA: Mentoring Program
 ESEA: Physical Education Program

ESEA = Elementary and Secondary Education Act

Objective 3.1: Ensure that our nation's schools are safe and drug free and that students are free of alcohol, tobacco, and other drugs

Strategies

- A. Accountability for results
- B. Research-based strategies and effective practices
- C. Information dissemination and technical assistance

* Complete FY 2007 Program Performance Plans for most programs is available at <http://www.ed.gov/about/report/annual/2007plan/program.html>

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Safe Schools/ Healthy Students	Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in the number of violent incidents at schools during the three-year grant period. ¹	NA	NA	NA	P*	Set baseline for 2005 cohort	Set baseline for 2006 cohort
	Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period. ¹	NA	NA	NA	P*	Set baseline for 2005 cohort	Set baseline for 2006 cohort
	Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period. ¹	NA	NA	NA	P*	Set baseline for 2005 cohort	Set baseline for 2006 cohort
Student Drug Testing	Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-month drug use by students in the target population. ¹	NA	NA	NA	NA	Set baseline for 2003 cohort	BL + 25% for 2003 cohort Set baseline for 2005 cohort
	Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-year drug use by students in the target population. ¹	NA	NA	NA	NA	Set baseline for 2003 cohort	BL + 25% for 2003 cohort Set baseline for 2005 cohort

NA = Not available

P = Pending

BL = baseline

*This score will serve as the baseline for the 2004 cohort.

¹ Source. U.S. Department of Education, grantee performance reports.

Objective 3.2: Promote strong character and citizenship among our nation's youths

Strategies

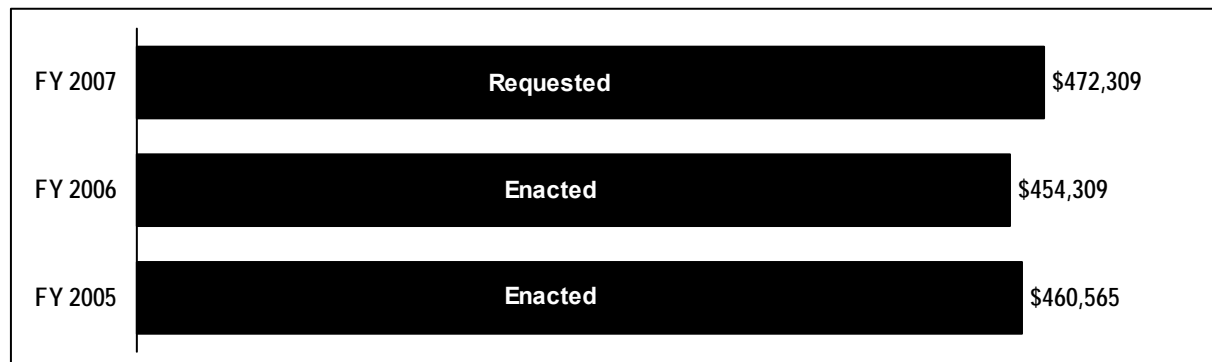
- A. Research-based strategies and effective practices
- B. Coordination and collaboration
- C. Information dissemination and technical assistance

Performance Measures

The Department does not have key measures for any of the programs that support this objective.

Goal 4: Transform Education into an Evidence-Based Field

Resources for Goal 4 (in thousands of dollars)



Programs Supporting Key Goal 4 Measures

Program	FY 2005 Budget Authority (\$ in 000s)	FY 2006 Budget Authority (\$ in 000s)	2007 Budget Request (\$ in 000s)
Institute of Education Sciences			
<i>ESRA</i> : Research, Development, and Dissemination	164,194	162,552	162,552
<i>ESRA</i> : Research in Special Education	83,104	71,840	71,840
Other Goal 4 Programs¹ (See below.)	213,267	219,917	237,917
Total	\$ 460,565	\$ 454,309	\$ 472,309

¹ For FY 2007, "Other Goal 4 Programs" are listed below; the total also includes some unlisted programs that are administrative in nature or support other programs. For FY 2005 and FY 2006, the amount for "Other Goal 4 programs" includes some programs that are not proposed in the *FY 2007 Performance Budget*.

Other Goal 4 programs include the following:^{*}

ESEA: Indian Education—National Activities
ESRA: Statistics
RA: National Institute on Disability and Rehabilitation Research

ESEA = *Elementary and Secondary Education Act*
ESRA = *Education Sciences Reform Act*
RA = *Rehabilitation Act*

* Complete FY 2007 Program Performance Plans for most programs is available at <http://www.ed.gov/about/report/annual/2007plan/program.html>

Objective 4.1: Raise the quality of and access to research funded or conducted by the Department of Education

Strategies

A. Rigorous standards for education research

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Quality	Research, Development and Dissemination. The percentage of new research proposals funded by the Department's National Center for Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists. ¹	NA	88	97	100	100	100
	Research in Special Education. The percentage of new research proposals funded by the Department's National Center for Special Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists. ¹	NA	NA	NA	NA	BL	BL + 10%

NA = Not available

BL = Target is to set a baseline

BL+ = Target is set in terms of the baseline.

¹ Source. U.S. Department of Education, Institute of Education Sciences (IES), independent external review panels.

Objective 4.2: Increase the relevance of our research in order to meet the needs of our customers

Strategies

- A. Systemic stakeholder input
- B. Responsive allocation of resources
- C. Accessible findings

Performance Measures

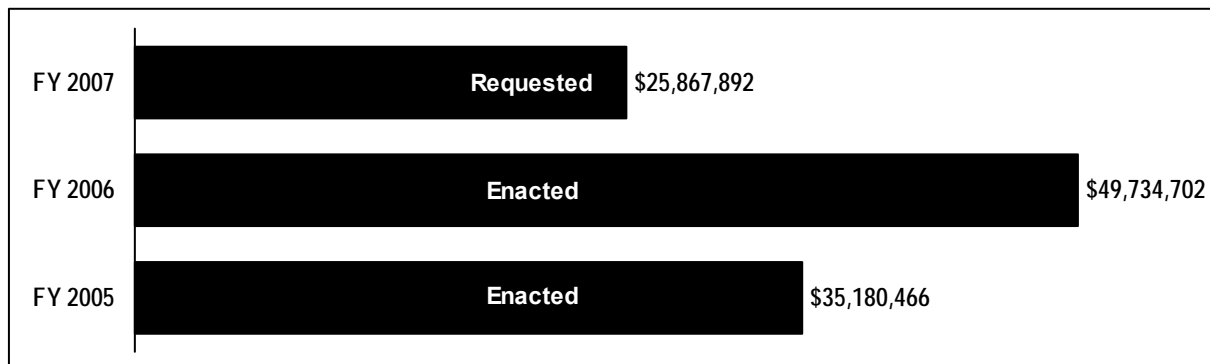
Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2008
Relevance	Research, Development and Dissemination. The percentage of new research projects funded by the Department's National Center for Education Research that are deemed to be of high relevance by an independent review panel of qualified practitioners. ¹	25	60	50	P	75	75
	Research in Special Education. The percentage of new research projects funded by the Department's National Center for Special Education Research that are deemed to be of high relevance by an independent review panel of qualified practitioners. ¹	NA	NA	NA	NA	BL	BL + 10%

P = Pending
 NA = Not available
 BL = Target is to set a baseline
 BL+ = Target is set in terms of the baseline.

¹ Source. U.S. Department of Education, Institute of Education Sciences (IES), independent external review panels.

Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

Resources for Goal 5 (in thousands of dollars)



Programs Supporting Key Goal 5 Measures

Account/Program	FY 2005 Budget Authority (\$ in 000s)	FY 2006 Budget Authority (\$ in 000s)	FY 2007 Budget Request (\$ in 000s)
Student Financial Assistance			
HEA: Federal Pell Grants	\$ 12,364,997	\$ 17,345,230	\$ 12,738,770
HEA: Federal Supplemental Educational Opportunity Grants	778,720	770,933	770,933
HEA: Federal Work-Study	990,257	980,345	980,354
Federal Family Education Loans	11,693,040	17,985,440	5,303,688
Federal Direct Student Loans	2,544,124	4,973,359	40,855
Student Aid Administration	719,084	718,800	733,720
Higher Education			
HEA: TRIO Educational Opportunity Centers	48,972	49,598	60,969
HEA: TRIO Student Support Services	277,773	272,762	272,357
HEA: TRIO McNair Postbaccalaureate Achievement	41,935	41,935	41,935
HEA: AID Strengthening Historically Black Colleges and Universities	238,576	238,095	238,095
HEA: AID Strengthening Historically Black Graduate Institutions	58,032	57,915	57,915
HEA: AID Strengthening Tribally Controlled Colleges and Universities	23,808	23,570	23,570
HEA: AID Developing Hispanic-serving Institutions	95,106	94,914	94,914
HEA: International Education and Foreign Language Studies Domestic Programs	92,466	91,541	92,541
Rehabilitation Services and Disability Research			
RA: Vocational Rehabilitation State Grants	2,603,845	2,687,168	2,802,716
Vocational and Adult Education			
AEFLA: Adult Basic and Literacy Education State Grants	569,672	563,975	563,975
Other Goal 5 Programs¹ (See next page.)	2,040,059	2,939,122	1,050,585
Total	\$35,180,466	\$ 49,734,702	\$ 25,867,892

¹ For FY 2007, "Other Goal 5 Programs" are listed below; the total also includes some unlisted programs that are administrative in nature or support other programs. For FY 2005 and FY 2006, the amount for "Other Goal 5 programs" includes some programs that are not proposed in the FY 2007 Performance Budget.

Other Goal 5 programs include the following:*

AEFLA: Adult Education National Leadership Activities
AEFLA: National Institute for Literacy
ATA: Assistive Technology Programs
EDA: Gallaudet University
EDA: National Technical Institute for the Deaf
HEA: AID—Minority Science and Engineering Improvement
HEA: AID—Strengthening Alaska Native and Native Hawaiian Serving Institutions
HEA: AID—Strengthening Institutions, Part A
HEA: Child Care Access Means Parents In School
HEA: College Assistance Migrant Program
HEA: Fund for the Improvement of Postsecondary Education
HEA: Graduate Assistance in Areas of National Need (GAANN)
HEA: International Education and Foreign Language Studies—Institute for International Public Policy
HEA: Javits Fellowships
HKNC: Helen Keller National Center for Deaf-Blind Youths and Adults
MECEA: International Education and Foreign Language Studies—Overseas Programs
RA: Client Assistance State Grants
RA: Independent Living Services for Older Blind Individuals
RA: Independent Living State Grants and Centers
RA: Protection and Advocacy of Individual Rights
RA: Vocational Rehabilitation Demonstration and Training Programs

RA: Vocational Rehabilitation Grants for Indians
RA: Vocational Rehabilitation Program Improvement
RA: Vocational Rehabilitation Training
USC: Howard University
VTEA: Tribally Controlled Postsecondary Vocational and Technical Institutions
Academic Competitiveness SMART Grants (pending HERA)
Advancing America Through Foreign Language Partnerships (proposed)

AEFLA = *Adult Education and Family Literacy Act*
AID = *Aid for Institutional Development*
ATA = *Assistive Technology Act*
DOEAA = *Department of Education Appropriations Act*
EDA = *Education of the Deaf Act*
GPRA = *Government Performance and Results Act*
HEA = *Higher Education Act*
HERA = *Higher Education Reconciliation Act of 2005*
HKNC = *Helen Keller National Center Act*
MECEA = *Mutual Educational and Cultural Exchange Act of 1961*
RA = *Rehabilitation Act*
VTEA = *Vocational and Technical Education Act*

Objective 5.1: Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all

Strategies

- A. Rigorous academic preparation for postsecondary education
- B. Reduced barriers to postsecondary education
- C. Effective partnerships
- D. Improved services for student populations, including students with disabilities
- E. Efficient credit transfer among public institutions

* Complete FY 2007 Program Performance Plans for most programs is available at <http://www.ed.gov/about/report/annual/2007plan/program.html>

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Postsecondary Enrollment	TRIO Educational Opportunity Centers (EOC). The percentage of EOC participants enrolling in college. ¹	66	57	57.4	P	58	58.5
Postsecondary Persistence and Completion	TRIO Student Support Services (SSS). The percentage of Student Support Services participants persisting at the same institution. ¹	72	72	73.1	P	72	73
	TRIO Student Support Services (SSS). The percentage of Student Support Services freshmen completing an Associates degree at original institution or transferring to a four-year institution within three years. ¹	26	27.7	25.6	P	27	27.5
	TRIO Student Support Services. The percentage of Student Support Services freshmen completing a Bachelors degree at original institution within six years. ¹	NA	NA	28.1	P	28	29
	TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants enrolling in graduate school. ¹	39	36	45.3	P	37	37
	TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants persisting in graduate school. ¹	65	78	77.7	P	79	79

P = Pending
NA = Not available

¹ Source. U.S. Department of Education, TRIO Annual Performance Report.

Objective 5.2: Strengthen accountability of postsecondary education institutions

Strategies

- A. Enhanced monitoring and reporting
- B. Data-based decisionmaking
- C. Improved discretionary grant process
- D. Outcomes-based performance management
- E. Comprehensive information for parents and students

Performance Measures

The Department strengthens institutional accountability by measuring and reporting program-specific performance for student enrollment, persistence, and completion (see Objective 5.1).

Objective 5.3: Establish effective funding mechanisms for postsecondary education

Strategies

- A. Knowledge management for student aid
- B. Student aid award accuracy

Performance Measures

The Department does not have key measures for any of the programs that support this objective.

Objective 5.4: Strengthen Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities

Strategies

- A. Improved technical assistance
- B. Targeted services for improved access, persistence, and completion
- C. Public/private partnerships
- D. Strengthened technological infrastructure
- E. Strengthened fiscal management

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Persistence	Aid for Institutional Development (AID) Strengthening Historically Black Colleges and Universities. The percentage of full-time undergraduate students at historically black colleges and universities who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution. ¹	NA	NA	64	65	65	66
	AID Strengthening Tribally Controlled Colleges and Universities. The percentage of full-time undergraduate students at tribally controlled colleges and universities who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution. ¹	NA	NA	41	48	41	41

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
	AID Developing Hispanic-serving Institutions. The percentage of full-time undergraduate students at Hispanic-serving institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution. ¹	NA	NA	66.5	66	67	68
Graduation	AID Strengthening Historically Black Colleges and Universities. The percentage of students enrolled at 4-year historically black colleges and universities graduating within six years of enrollment. ¹	NA	39	39	P	37	37
	AID Strengthening Historically Black Graduate Institutions. The number of Ph.D., first professional, and master's degrees awarded at historically black graduate institutions. ¹	NA	4,055	4,219	P	4,178	4,220
	AID Strengthening Tribally Controlled Colleges and Universities. The percentage of students enrolled at 4-year tribally controlled colleges and universities graduating within six years of enrollment. ¹	NA	23	32	P	32	32
	AID Strengthening Tribally Controlled Colleges and Universities. The percentage of students enrolled at 2-year tribally controlled colleges and universities graduating within three years of enrollment. ¹	NA	40	34	P	29	29
	AID Developing Hispanic-serving Institutions. The percentage of students enrolled at 4-year Hispanic-serving institutions graduating within six years of enrollment. ¹	NA	35	36	P	34	35
	AID Developing Hispanic-serving Institutions. The percentage of students enrolled at 2-year Hispanic-serving institutions graduating within three years of enrollment. ¹	NA	21	22	P	36	36

AID = Aid for Institutional Development

NA = Not available

P = Pending

¹ Source. U.S. Department of Education, *Higher Education Act* Titles III and V Annual Performance Report.

Objective 5.5: Enhance the literacy and employment skills of American adults

Strategies

- A. Accountability for state and local results
- B. Research-based strategies and effective practices
- C. Demonstration projects, information dissemination, and technical assistance
- D. Technology-based solutions

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Employment	Vocational Rehabilitation State Grants. The percentage of general and combined state VR agencies that assist at least 55.8% of individuals receiving services to achieve employment. ¹	75	66	66	P	70	70
Adult Learning	Adult Basic and Literacy Education State Grants. The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. ²	42	44	45	P	46	46
	Adult Basic and Literacy Education State Grants. The percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled. ²	34	36	36	P	38	40

P = Pending

VR = Vocational Rehabilitation

¹ Source. U.S. Department of Education, Rehabilitation Services Administration (RSA), state agency data from the RSA-911.

² Source. U.S. Department of Education, Adult Education Annual Performance Reports.

Objective 5.6: Increase the capacity of U.S. postsecondary education institutions to teach world languages, area studies, and international issues

Strategies

- A. Strengthened foreign language, international, and area studies capacity
- B. Effective partnerships and linkages

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Expansion of Critical Languages	International Education and Foreign Language Studies Domestic Programs. The percentage of critical languages taught, as reflected by the list of critical languages referenced in the <i>HEA</i> Title VI program statute. ¹	NA	56	56	P	60	63
Employment in Field of Study	International Education and Foreign Language Studies Domestic Programs. The percentage of NRC PhD graduates who find employment in higher education, government, and national security. ¹	53.7	55	71.8	P	48	48.5
Improved Language Competency	International Education and Foreign Language Studies Domestic Programs. The average competency score of Foreign Language and Area Studies Fellowship recipients at the end of one full year of instruction (post-test) minus the average competency score at the beginning of the year (pre-test). ²	NA	1.3	1.22	1.22	1.2	1.2

HEA = Higher Education Act

NRC = National Resource Center

NA = Not available

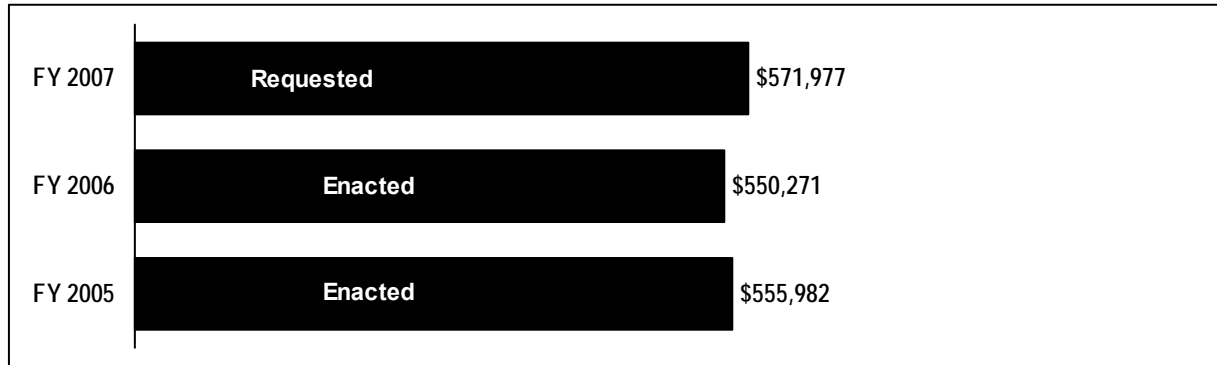
P = Pending

¹Source. U.S. Department of Education, International Education and Foreign Language Studies Domestic Programs Annual Performance Report. This measure reports on the National Resource Centers (NRC) under the International Education and Foreign Language Studies Domestic Programs, authorized by Title VI of the *Higher Education Act*.

²Source. U.S. Department of Education, International Education and Foreign Language Studies Domestic Programs Annual Performance Report. This measure reports on the Foreign Language and Areas Studies Fellowship Program under the International Education and Foreign Language Studies Domestic Programs, authorized by Title VI of the *Higher Education Act*.

Goal 6: Establish Management Excellence

Resources for Goal 6 (in thousands of dollars)



Goal 6 funding includes the following:*

Program Administration
Office for Civil Rights
Office of Inspector General

Objective 6.1: Develop and maintain financial integrity and management and internal controls

Strategies

- A. Financial systems integration
- B. Management decisions based on enhanced financial analysis
- C. Outcome-based stewardship of federal funds
- D. Optimal use of performance-based initiatives

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Audit Opinion	The achievement of an unqualified audit opinion. ¹	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified

¹ Source. Ernst & Young, Report of Independent Auditors.

* FY 2007 Program Performance Plan for the Office for Civil Rights is available at <http://www.ed.gov/about/report/annual/2007plan/program.html>

Objective 6.2: Improve the strategic management of the Department's human capital

Strategies

- A. Human capital planning
- B. Skills gap analysis
- C. Emphasis on customer service and employee performance and accountability
- D. Human capital management core process improvements
- E. Strategic sourcing

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Human Capital Performance Management	Index of quality human capital performance management activities. ¹	NA	NA	NA	72	73	74

NA = Not applicable

¹ This measure is an indicator of multiple aspects of human capital performance management that measures the Department's focus on ensuring clarity of results in performance plans, differentiating performance through fair and accurate evaluations, and paying for exceptional performance. Its three components are:

- Percentage of EDPAS employees that have *established* effective performance standards prior to the beginning of the rating cycle. *Established* is defined as a performance plan entered into the EDPAS system, discussed between employee and supervisor, and appropriately signed, certifying that the plan was appropriately communicated.
- Percentage of EDPAS employees who have documented ratings of record in FPPS within 30 days of the close of the rating cycle.
- Percentage of EDPAS award funds paid out to employees with "outstanding" performance ratings.

The index will be calculated by averaging the three component percentages.

Objective 6.3: Manage information technology resources, using e-gov, to improve services for our customers and partners

Strategies

- A. Implementation of an enterprise architecture
- B. Secure IT infrastructure
- C. Reduction of data-reporting burden
- D. Customer-oriented online business focus

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Online Capability	The percentage of grant programs providing online application capability. ¹	29	57	77	86	84	92

¹ Source. U.S. Department of Education, Office of the Chief Information Officer, program files.

Objective 6.4: Modernize the Student Financial Assistance programs and reduce their high-risk status

Strategies

- A. Integrated and efficient processes and delivery system
- B. Program integrity

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Customer Service	Customer service level for FAFSA on the Web. ¹	NA	86	81	81	83	85
	Customer service level for Direct Loan Servicing. ¹	NA	77	78	76	77	78
	Customer service level for Common Origination and Disbursement (COD). ¹	NA	66	72	76	76	76
	Customer service level for Lender Reporting System (LaRS). ¹	NA	71	73	72	74	75

FAFSA = Free Application for Federal Student Aid
 NA = Not applicable

¹ Source. U.S. Department of Education, FSA, American Customer Satisfaction Index (ACSI) Survey.

Objective 6.5: Achieve budget and performance integration to link funding decisions to results

Strategies

- A. Aligned budget and planning processes
- B. Program effectiveness documentation

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Program Effectiveness	The percentage of Department program dollars associated with programs reviewed under the PART process that demonstrate effectiveness. ¹	57	47	47	P	79	79

PART = Program Assessment Rating Tool
P = Pending

¹ Source. U.S. Department of Education, analysis of PART scores.

Note. The Department bases this measure on programs that are reviewed by OMB under the PART. The Department defines effective programs as those ranked effective, moderately effective, or adequate through the PART process. The measure compares the appropriation for the effective programs to the appropriation for all programs that were reviewed under the PART, excluding programs that have mandatory funding and not subject to Congressional appropriations. For FY 2007 the data will reflect FY 2007 appropriations and programs that had PART reviews conducted during or prior to FY 2007. Appropriation amounts include only program budget authority and exclude salaries and expenses budget authority.

Objective 6.6: Leverage the contributions of faith-based and community organizations to increase the effectiveness of Department programs

Strategies

- A. Enhanced technical assistance and outreach for faith-based and community organizations
- B. Full participation of faith-based and community organizations in Department programs

Performance Measures

Performance Goal	Programs and Measures	Performance Data				Performance Target	
		2002	2003	2004	2005	2006	2007
Grant Applications	The percentage of applications in competitions of amenable discretionary programs that are faith-based or community organizations. ¹	NA	NA	NA	NA	BL	BL + 2 PP

FBCO = Faith-Based and Community Organization

NA = Not applicable

BL = Target is to set a baseline.

BL+ = Target is set in terms of the baseline.

PP = Percentage points

¹ Source. US. Department of Education, Office of the Secretary, Center for Faith-Based and Community Initiatives.

Note. Amenable programs are those determined by the Department to be open by statute to and suitable for participation by FBCOs (i.e., Carol M. White Physical Education Program, Community Technology Centers, Safe and Drug Free Schools - Mentoring Program, Parental Information and Resource Centers, Migrant Education—High School Equivalency Program and College Assistance Migrant Program).